UEN Video User Training – Facilitator - Draft 1 – July 19, 2004

The following is a brief (not all inclusive) list of teaching points that should be addressed in training users of the UEN Video delivery systems:

Facilitator Training

Facilitator Training should be addressed in three areas, (1) Tier 1, onsite technical training, (2) Tier 2, follow-up technical training via a distance education system, and (3) Tier 3, higher level training for origination site functions.

Tier 1   Onsite technical training,
Tier 1 training consists of initial onsite technical training – minimum of 2 hours. Facilitators and/or Coordinators at sites must complete the technical training provided by a UEN Service Representative or other trained UEN support staff. The facilitator Tier 1 training should be provided prior to the instructor trainer session or integrated into the 2.5-hour teacher-training block.

Tier 2   Follow-up technical training via a distance education system
Tier 2 training consists of 1 hour of follow-up training conducted via the distance education system with facilitator at one site and the trainer at a remote site. Tier 2 training shall be conducted within 2 weeks of initial training to answer questions, provide support for more difficult aspects of equipment operation, and classroom management skills.

Tier 3   Higher-level training for origination site functions.

Tier 3 training consists of face-to-face follow-up of higher-level concepts for origination site function. The 2 hour training session(s) will be provided as an ongoing service by UEN Trainers. The first Tier 3 training shall be conducted a minimum of 2 weeks prior to the beginning of the class origination date. Such sessions will be routinely provided but can be requested by individual facilitators or school administrators as many times as needed.

- In addition to the basic tiered elements for facilitator/coordinator training, the following would also be recommended for optimal results:
- Origination site facilitators are required to attend new instructor training provided by USOE/UEN/and/or Higher Education. This is a vital opportunity to begin the process of understanding instructor styles, expectations, classroom responsibilities, system responsibilities, as well as provide additional equipment orientation and real world, hands-on experience in assisting the instructor.
- A pre-course meeting with the instructor and all site facilitators, which is fundamental to facilitator understanding of instructor requirements, should be scheduled.
- Facilitator should be able to provide an effective orientation for students on best practices for utilization of distance education classroom technology.
- Training session for new instructors and facilitators should be completed 1-3 months prior to class startup date in order to provide adequate time for adaptation of classroom materials, practice time with technology, and follow-up.
- Facilitators should serve as a conduit to local designated school administrators or coordinators to provide updates on room requests, classroom requirements/needs, student issues, etc. This is dependent on effective orientation, communication, and approval provided by the teacher.
- Designated school administrator should attend the first two hours of the instructor/facilitator training sessions to understand more fully responsibilities and requirements of instructors and facilitators.
- Public school administrators should interview and hire newly designated distance education facilitators in sufficient time for training. It is also the responsibility of administrators to arrange with UEN trainers for such sessions.
- The instructor should designate the origination site facilitator or coordinator as a "lead" person for follow-up, questions, deadline requirements, and communication with end site facilitators.

UEN Video User Training - Draft 3 – July 19, 2004

The following is a brief (not all-inclusive) list of teaching points that should be addressed in training users of the UEN Video delivery systems:

Faculty Training

Faculty Training should be addressed in two broad areas, (1) classroom delivery systems, and (2) general administrative issues.

Classroom delivery technologies should address operational and pedagogical considerations relating to the following areas, as a minimum:

- Video User's Guides
- Basic Troubleshooting
- Contact and equipment lists

Administrative training should address, as a minimum, the following:

Classroom Delivery
- Communication Strategies for Distance Learning (Using the technology matrix)
- Copyright (for Video and Print)
- Integration of Web Course Management Tools into a distance education course

General Administrative Issues
- Site personnel and their roles (Instructor, Facilitator, Coordinator, Administrator)
- Identification of URLs for other training resources (i.e. Course material creation and distribution, library reserve systems, Pioneer Online Library, Family Education Rights and Privacy Act/Concurrent enrollment, and management issues including mission, quality, finance, marketing)

Redundancy in Training

- The single greatest ongoing challenge we face in training distance education instructors is the constraint of time and place imposed by live training sessions. While generally considered the most effective approach, it is often difficult to find places and times that suit everyone's schedule. To help overcome this problem, there are numerous training resources and modules, which have been developed that, are accessible via the Web, thus making them independent of time and place. This training format should in no way be thought of as the primary training vehicle. Rather, it should be relied upon in situations where bringing the trainee and the training together is prohibitive and when the faculty member wishes to improve upon or supplement their face-to-face training.

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Don't forget to become a Registered Utah Educator at MyUEN.org. Great resources for all teachers, facilitators and administrators involved with distance learning.
http://myuen.org/